

# Child Friendly School Organizational Culture in Minahasa North Sulawesi Indonesia

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**Abstract**–The fulfillment and protection of children's rights in schools remains a controversial issue due to cases of violence both teachers and students in the school environment. Therefore this study aims to: (1) identify the culture of child-friendly school organization; (2) analyze the factors supporting the development of a child friendly school culture; (3) analyzing the factors inhibiting the development of child friendly school culture; The research method used is descriptive-qualitative research method. This research was conducted at SMK Negeri 1 Sonder in 2019-2020. The results of this study show that the supporting factors for the creation of a child-friendly school organization culture are the commitment of school leaders, teachers and staff and school committees to create a school culture based on respect, protection and fulfillment of rights of children's in education as well as other relevant fields. while the limiting factor is the limited knowledge about children's rights that must be protected and appropriately fulfilled. Socialization is needed from the Women's Empowerment and Child Protection Institution and related institutions that has responsible for the protection and fulfillment of children's rights in education.

**Keywords:** Culture of Child Friendly School Organization - Minahasa Regency - North Sulawesi – Indonesia.

## I. INTRODUCTION

The implementation of Child Friendly Schools in Indonesia is tasked with realizing the fulfillment and protection of children's rights in the field of special education in schools. This is also one of the indicators required in the development of a Child-Friendly Regency / City. However, in the process of its implementation, it is still found to be related to the culture patterns of school organizations that do not reflect the goals of organizing child-friendly schools.

Since 2015 it has introduced the child-friendly school model, which was “originally initiated by UNICEF under the name Children Friendly School. The concept of a Child Friendly School defines a program to realize safety, clean, healthy, caring and cultured environment that is able

to guarantee the fulfillment of children's rights and protection from conflict, protection, and other wrong assistance for children who are required in education, as well as supporting child assistance accordingly needs in planning, policy, learning and supervision” [1].

Many people ask whether the child friendly school is a new school model that must be built by the government. Of course not. In fact, “Child Friendly Schools are motivated by conditions in schools that still consider students as objects so that violence can easily occur”[1]. While concern is also taking place at school due to incorrect considerations, students are not protected.

The Indonesian nation today is faced with complex problems in shaping the character of its human resources. “The root of every problem that occurs in Indonesia when traced turns out to have a connection with the bad character or character of a part of the Indonesian people. However, in line with the Government's policy to develop character through mental changes (Mental Revolution) in an accelerated manner, it is hoped that planned and systematic renewal and improvement will be carried out.”[2].

The results of research conducted by Apeles Lexi Lonto in 2015 on “the development of a model of socio-cultural values in character education in Minahasa has found that character education needs to be integrated in the cultural patterns of school organizations. The vision and mission of the school is a reflection of the school's cultural patterns”[2].

SMK Negeri 1 (Vocational School 1) Sonder is one of the Child Friendly Schools in Minahasa District which has received the attention of the Ministry of Women's Empowerment and Child Protection in recent years due to constructive efforts in implementing the Child Friendly School development program. It is interesting to explore the cultural patterns of these school organizations in relation to the implementation of Child Friendly Schools.

Thus the determining factors in the culture development of Child Friendly Schools are

important to be examined because their impact will be wider in other fields such as character education, environmental education, and so on; and vice versa whether the Child Friendly School is just an obsession pursued by the school for an award or other reason. Has the Child Friendly School successfully built a child friendly culture based on the fulfillment and protection of children's rights at school? This research is focused on supporting and inhibiting factors of the cultural development of child-friendly school organizations.

According to Stephen P. Robins that "organizational culture refers to a system of shared meanings shared by members that distinguishes the organization from other organizations. The system of shared meanings is a set of main characteristics valued by the organization." [3].

Organizationally, the process of creating organizational culture occurs in three ways. "First, the founders only employ and retain those who think and feel the way they travel. Second, they indoctrinate and socialize to all those in the organization all of their ways of thinking and feeling. And finally the founder's behavior acts as a role model that encourages all that exists in the organization to identify themselves in accordance with the organization's vision and mission. When the organization is successful, the leader's vision becomes seen as the main determinant of success. At this point, the leader's overall views and personalities become embedded into the culture of the organization. Furthermore, there are three forces that play an important role in maintaining culture, namely selection practices, leadership actions in organizational management, and socialization methods." [3]. Organizational culture has a number of important characteristics, some of which are:

1. Rules of observed behavior. When members of an organization interact with each other, they use common language, terms and rituals related to respect and ways of behaving;
2. Norms, there are standards of behavior, including guidelines regarding how much work is done.
3. Dominant value. The organization supports and expects participants to share key values, for example: high quality, high efficiency, work discipline and high performance.
4. Philosophy, there are policies that shape the trust of organizations regarding how all parties concerned both internal and external can be treated and provided excellent service.
5. Rules, there are strict guidelines relating to organizational achievement. There are standard operational procedures (Standard Operational Procedures) in the implementation of work including in the implementation of school organization activities.
6. Organizational climate, physical arrangements, ways of interacting, ways of dealing with

people and individuals from outside the organization.

According to Aan Komariah and Cepi Triatna that "school culture has been seen as the existence of a school that is formed from interactions that influence each other and then produces three things, first, the attitudes and beliefs of people who are in school and outside the school environment; second, school cultural norms; and third, the relationships between individuals in the school" [4].

In relation to the implementation of child-friendly schools, the interaction between students, educators / educators and stakeholders as well as the community in the environment around the school (socio-cultural environment) has a mutually interacting and meaningful influence in a cohesiveness.

There are unique or unique characteristics of each school culture. The ability of schools to elaborate values that live in the community is a determining factor for effective development of school culture including child-friendly schools. School culture has a basic pattern that contains philosophy, values, norms, beliefs, standards of (behavior created by school principals, educators, education staff, students, school committees and the community and all stakeholders. Therefore, the culture of child-friendly school organizations must have a philosophical foundation, values, norms, beliefs and standards of behavior that have been known, agreed upon, recognized and applied consciously because it has been believed by supporters so that there is no compulsion in supporting and developing the culture.

## II. METHODS

This research has been carried out at SMK Negeri 1 Sonder Minahasa Regency, North Sulawesi Province in 2019-2020. The approach used in this research is a "qualitative research approach, in accordance with the research problem, the research method used is the Qualitative Research Method of the phenomenological type, which is to examine closely every phenomenon that occurs in the field according to the research focus that has been set" [4] Data collection techniques, namely: observation, interviews and documentation. Data sources: teachers, staff, students and the community. Data analysis techniques are based on "interactive techniques" developed by A. Michael Huberman & Matthew B. Miles [5]. In this study the data validity test is done through triangulation of data sources, data collection techniques and time of data collection.

## III. RESULTS AND DISCUSSION

The organizational culture of SMK Negeri 1 Sonder is seen in the vision and mission of organizing the school. Vision: "To be a Vocational

Education Institution that is Superior and Trusted". Furthermore, there are five missions, namely:

1. Maintain and strengthen its role as an educational institution that produces graduates who are ready to work and have high personal integrity;
2. Becoming an educational institution that has national/international standard and obtains recognition and support from the education stakeholders of the Government, Business/ Industry, Non-Governmental Organizations manifested in the Form of Cooperation;
3. Increasing institutional capacity in the form of effective and efficient organizational and management, management for the delivery of quality education and the maintenance of a conducive academic atmosphere;
4. Increasing the role and participation in social life by making the school a center for arts, culture, sports, science and technology as well as fostering faith and piety for students and surrounding communities;
5. Increasing access to scientific and technological advancements for the effectiveness and efficiency of learning and the absorption of information to the broadest possible extent.

SMK Negeri 1 Sonder is a Vocational Middle School located in Sonder Minahasa, North Sulawesi. This school has four skills competencies, namely: (1) Office Administration; (2) Sales; (3) Accounting; (4) Multimedia. In front of the school there is a billboard that reads "*Sekolah Ramah Anak SMK Negeri 1 Sonder* (Child Friendly School of Public Vocational School 1 Sonder)". Based on the vision and mission of the school, explicitly the purpose of the Child Friendly Schools is not yet apparent.

In the Child Friendly School Handbook there are ten objectives components, namely:

1. Prevent violence against children and other school residents
2. Prevents children from getting hurt due to food poisoning and an unhealthy environment
3. Prevent accidents in schools caused by infrastructure and natural disasters
4. Prevent children from becoming smokers and drug users
5. Creating better, closer and better quality relationships between school members
6. Facilitate monitoring of the child's condition while the child is in school
7. Facilitate achieving educational goals
8. Creating a green and orderly environment
9. The special characteristics of children become more comfortable at school
10. Children are accustomed to positive habits [6].

In organizing child-friendly schools in SMK Negeri 1 Sonder, there are five supporting factors and four inhibiting factors. The Five supporting factors are: (1) The commitment of the school to

organize child-friendly schools as outlined in school policies (2) There is a vision to become a superior and reliable school (3) There is an understanding of some teachers about the rights of students; (4) The existence of a mission to establish cooperation and partnerships with stakeholders and effective management for the implementation of quality education and the maintenance of a conducive academic atmosphere; (5) the existence of child-friendly learning programs. While the four inhibiting factors are: (1) Not all teachers can apply positive discipline (2) There are still educators and educators who have not attended training on the fulfillment and protection of children's rights, especially in schools; (3) Availability of Facilities and Infrastructure is not yet fully child-friendly; (4) Children have not been involved maximally in the preparation of school development plans.

Based on the results of the study it can be stated that the school has a culture of school organization that can support the implementation of child-friendly schools, but in fact there are still factors that can prevent it that need to be eliminated through practical and operational steps. The limited knowledge of teachers about the application of positive discipline, fulfillment and protection of children's rights, provision of facilities and infrastructure as well as the administration of child-friendly schools are obstacles that must be sought for a solution in a child protection system.

In the implementation of child-friendly schools, it requires explicit mission statements such as "organizing child-friendly schools" so that the statement of the school as a child-friendly school does not only become a slogan without real meaning in fulfilling and protecting children's rights at school.

Based on the vision and mission of a school organization that has declared itself to be a child-friendly school, the values, beliefs and aspirations of the school's culture can be known directly. If the school has formulated a vision as a superior and reliable educational institution, it needs to be followed by a mission about what excellence needs to be relied on and implemented to realize the vision or what it aspires.

The culture of child-friendly school organizations should reflect the formal education unit that is safe, clean and healthy, caring and cultured environment, able to guarantee, fulfill, respect the rights of children and protect children from violence, discrimination and other mistreatment, and support children's participation especially in planning, policy, learning, monitoring and complaints mechanisms related to the fulfillment of children's rights and protection in the education unit (school) [7].

Furthermore, when the education unit has declared itself as a child-friendly school, the education unit must have at least six components of

a child-friendly school, namely: (1) "Child Friendly School Policy (Written Commitment, Child Friendly School Team Decree, and Programs that support Child Friendly Schools); (2) Implementation of a child-friendly learning process (Application of Positive Discipline); (3) Educators and Education Personnel are trained in the rights of Children and Child Friendly Schools; (4) Facilities and infrastructure that are child friendly (do not endanger children and prevent children from getting into accidents); (5) Children's participation; (6) Parent Participation, Community Institutions, Business World, Other Stakeholders, and Alumni." [12].

The unmet fulfillment of the child friendly school component is still an inhibiting factor in the realization of a truly child-friendly school. Child-Friendly Regency / City Development that requires child-friendly schools as an indicator of the fulfillment of children's rights in schools needs to be done integrally with all relevant government institutions and organizations in the regions. If not, the implementation of child-friendly schools is difficult to realize.

Every school organization that has declared itself to be a child-friendly school does have a vision and mission in organizing the school, but at times the vision and mission are merely formulated as fulfilling the requirements for accreditation and have not yet been aimed at building the culture of child-friendly school organizations. Not surprisingly, the vision and mission that are the basis for the development of school culture are not yet relevant to the fulfillment of the components and objectives of child-friendly schools.

Higgins as quoted by Salusu states that "the mission is the *raison d'être* of the organization that is the reason for the organization's presence and justification for its existence." [8]. Child friendly school organizations should be supported by an explicit mission statement as a justification for their existence.

Within the scope of the patterns that characterize a school, the school culture has a measurable dimension that characterizes of the school culture such as:

- (1) The level of responsibility, freedom and independence of citizens or school personnel, school committees and others in taking the initiative;
- (2) The extent to which school personnel are encouraged to act progressively, be innovative and dare to take risks.
- (2) The extent to which schools create clearly the vision, mission, goals and objectives of the school and efforts to make it happen.
- (3) The extent to which units within the school are encouraged to work in a coordinated manner.
- (4) The extent to which the principal provides clear information, assistance and support to school personnel.

- (5) Number of direct arrangements and supervision used to monitor and control the behavior of school personnel.
- (6) The extent to which school personnel identify themselves as a whole with the school rather than with certain work groups or professional areas of expertise.
- (7) The extent to which the allocation of benefits is given is based on performance criteria.
- (8) The extent to which school personnel are encouraged to express conflict and criticism openly.
- (9) The extent to which communication between personnel in schools is limited by formal hierarchy [9].

The culture of child-friendly school organizations refers to a system of values, beliefs and norms that are collectively accepted, and is carried out with full awareness as a natural behavior formed by the environment that creates a common understanding among all elements and personnel of the school whether the principal, teachers, staff, students and if necessary form the same public opinion about child-friendly schools.

Every child-friendly school has its own characteristics that are created and maintained and consider the impact it has on the fulfillment of the components and achievement of the goals of child-friendly schools that become the culture of the organization.

In general, the culture of school organizations can be categorized into two types, namely formal and informal culture. Formal culture is a culture that prioritizes academic achievement and benefits for achieving it; while the informal type of school culture is everything that is used to achieve formal school culture such as culture of speaking, dressing, learning, and others [15]. In this context, the culture of child-friendly schools includes cultures that are formal and informal.

The child-friendly school component associated with academic achievement in the learning process that emphasizes the use of positive discipline is a type of culture that is formal; while other components such as the fulfillment and protection of children's or students' rights are informal. Child friendly school culture is the way of life of the school.

Daryanto stated some important principles in school organization namely: "focusing on the School's Vision, Mission and Objectives; The development of school culture - the function of the school's vision, mission and goals is to direct the development of the culture; have a strong commitment." [9].

The implementation of child-friendly schools is very relevant to character education. Adults at school must be role models for students, because in fact students who are still children are excellent imitators of adults, especially teachers at

school. In supporting and strengthening character education, the culture of child-friendly school organizations has an important role to make it happen. The vision and mission of the school must clearly reflect the fulfillment and protection of children's rights in schools and educators can become the role models for students.

#### IV. CONCLUSIONS

SMK Negeri 1 Sonder Minahasa, North Sulawesi, Indonesia is one of the schools that has declared itself as a Child Friendly School. But the Culture of Child Friendly School Organizations only appears implicitly in the vision and mission of the school. In realizing its vision and mission as a child-friendly school there are five supporters, namely: (1) The commitment of the school to organize child-friendly schools as outlined in school policies (2) The vision to become a superior and reliable school (3) The understanding of some teachers about student rights; (4) The existence of a mission to establish cooperation and partnerships with stakeholders and effective management for the implementation of quality education and the maintenance of a conducive academic atmosphere; (5) the existence of child-friendly learning programs. While there are four inhibiting factors, namely: (1) Not all teachers can apply positive discipline (2) There are still educators and educators who have not attended training on the fulfillment and protection of children's rights, especially in schools; (3) Availability of Facilities and Infrastructure is not yet fully child-friendly; (4) Children have not been involved maximally in the preparation of school development plans.

Based on the conclusions of the results of the study it was suggested that (1) the mission of implementing a child-friendly school could be formulated explicitly; (2) All educators can attend training on the fulfillment and protection of children's rights, and the application of positive discipline in schools; (3) not planting thorny plants in the school environment because of the potential to hurt students; (4) involving students to participate maximally in the preparation of school development plans and other relevant activities; (5) increasing

community and business participation in school construction. Therefore, schools can work together with related institutions especially the Office of Women's Empowerment and Child Protection in various training on children's rights, the application of positive discipline and policies, programs and activities to fulfill children's rights and protection.

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